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ABSTRACT

This study of the impact and function of Title III as perceived by educational leaders was designed to gather information relative to involvement of large school districts, sources of help, and ratings of sources. Questionnaires were sent to a random sample of 50 administrators in school districts throughout New York State. Of the 36 districts responding, many were currently involved in developing Title III proposals. The most frequently mentioned sources of help in writing proposals were Title III regional center consultants and State education department consultants. Over 50 percent of the respondents strongly agreed that Title III is basically sound, and over 60 percent agreed that a number of valid innovations have emerged. (MLF)

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N-SG

# REACTIONS OF LARGE PUBLIC SCHOOL DISTRICTS

# TO

# TITLE III ACTIVITIES

Fall 1969

Prepared For
The Center For Planning and Innovation
By
The Division of Evaluation

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# INTRODUCTION

Evaluation starts when someone becomes sensitized to an educational problem and seeks a solution to it. The first step is to obtain the data necessary to identify a need, to define the problem, and suggest directions in which solutions might be sought. These data can become part of the baseline data needed for comparisons after the new program has been in operation.

Early in the 1968-69 academic year the Center for Planning and Innovation asked the Department's Division of Evaluation to concern itself with the evaluation of various aspects of the Center's Title III thrust. Leo D. Doherty, Supervisor in Education Research, was assigned the task and in a document entitled "ESEA Evaluation Strategies[1]" listed a series of evaluative proposals. Some were undertaken by the resident staff while other projects were contracted for. This report is one of the series and was completed through a contract with Professor Reuben Rusch of State University of New York at Albany.

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[1]On file in the Division of Evaluation's ESEA Evaluation Unit.

## Purpose

The purpose of this study was to learn about the impact and function of Title III, as perceived by educational leaders of large public school districts. More specifically the study was designed to gather information relative to large school district involvement, sources of help for large school districts, and the school districts ratings of these sources of help. In addition the study attempted to gather opinions regarding how Title III energies might best be channeled, how the procedure might be made more effective, and how the State procedures might be changed to accomplish the purposes of Title III.

## Population and Sample

The population for this study was all public school districts in New York State, with a kindergarten through grade 12 population of 5000 or more pupils, as listed in the ANNUAL EDUCATIONAL SUMMARY NINETEEN SIXTY FIVE-SIXTY SIX not including the "Big Six". Ninety nine school districts met the criterion. The distribution of these schools by county is presented in figure 1. The numbers in the county boundaries are the number of schools meeting the criteria necessary to be included In Albany County, for example, two school districts were included in the population. In Schenectady County one school district met the criteria and was included in the population.

It was arbitrarily decided that a 50 percent random sample would be sufficient for answering the questions posed by the study. Through the use of a table of random numbers, 50 school districts or slightly more than a 50 percent sample were chosen. The distribution of the sample of school districts is presented in figure 2. A comparison of figures 1 and 2 shows that there was a slight tendency for the random sample to contain more than a representative sample of the Long Island-Westchester area and thus, slightly less than a representative sample from Upstate New York.

Of the 50 schools in the sample, 36 returned completed questionnaires by the cut off date. Thus, the sample on which this report is based is 72 percent of the random sample selected for inclusion in the study. The distribution of the sample of school districts responding is presented in figure 3 by county.

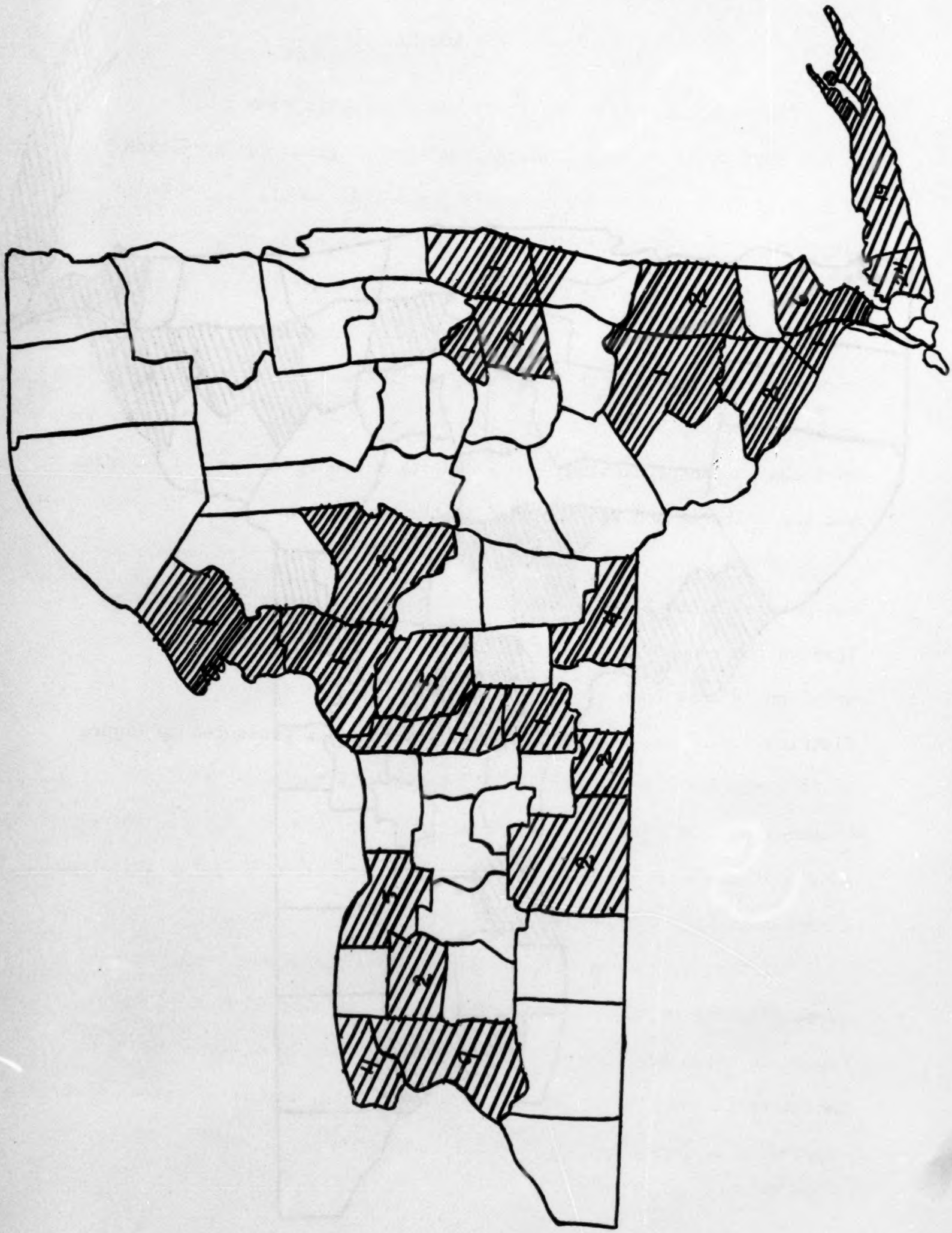

FIGURE 1 POPULATION DISTRIBUTION BY COUNTY

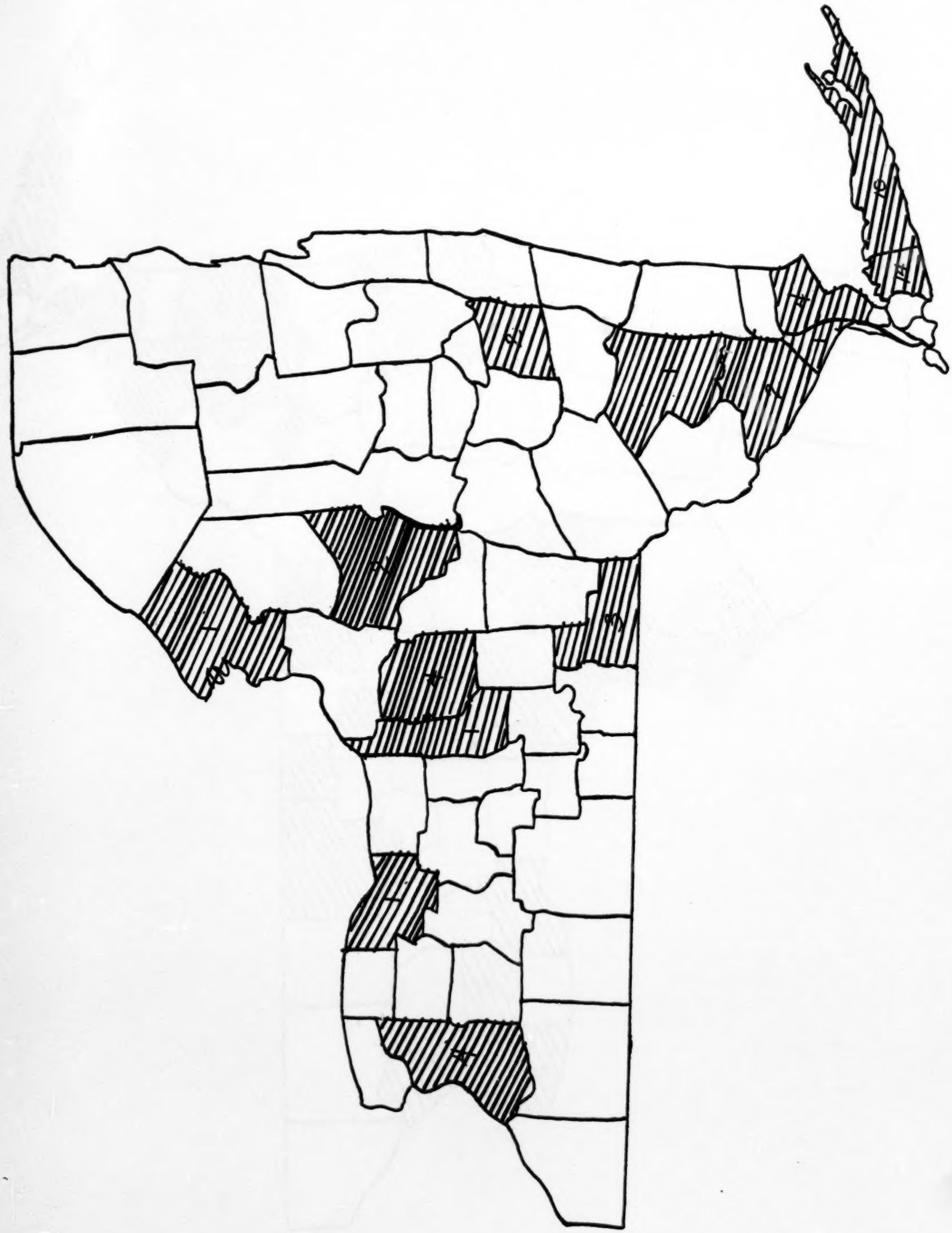

FIGURE 2 SAMPLE DISTRIBUTION BY COUNTY

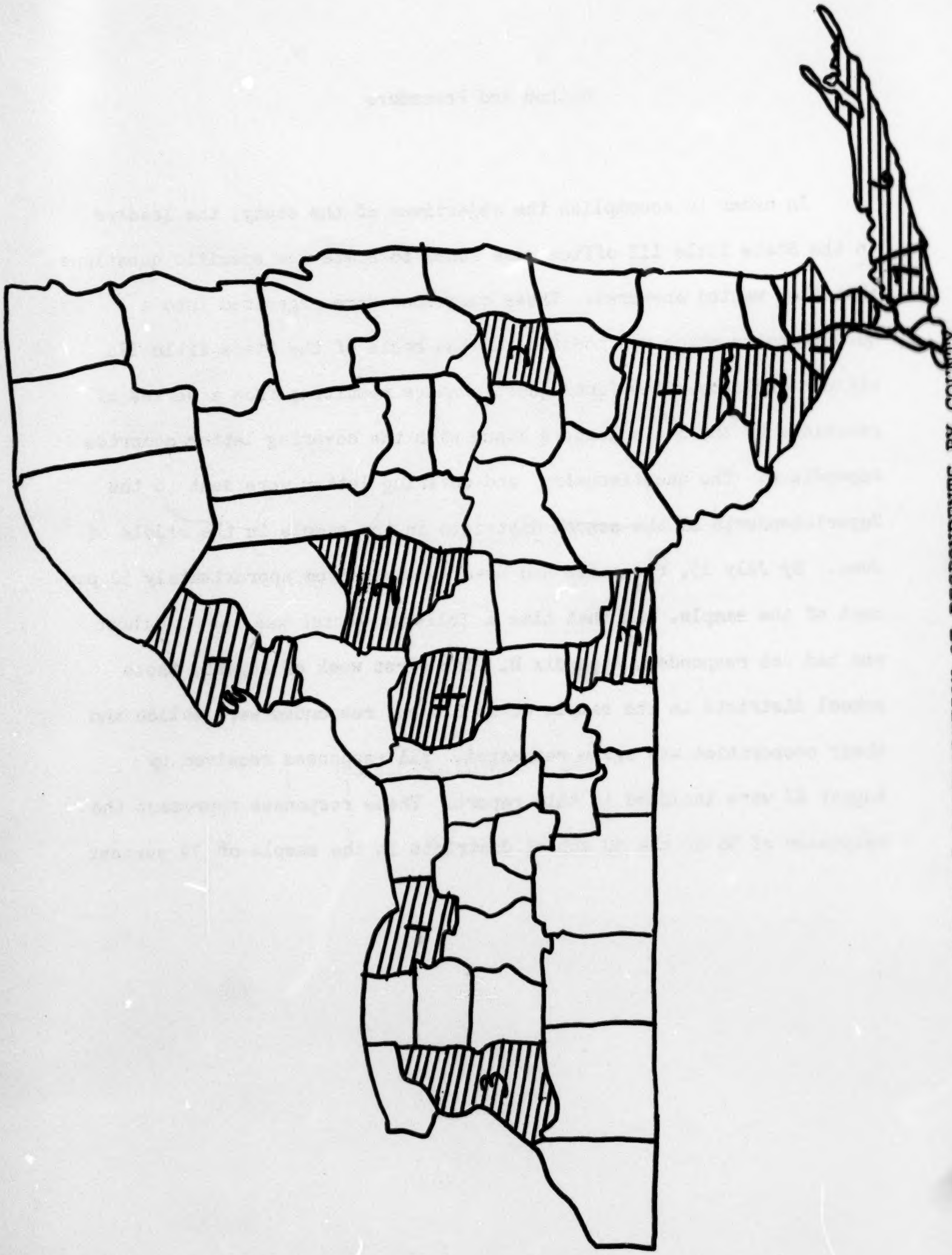

FIGURE 3 DISTRIBUTION OF RESPONDENTS BY COUNTY

## Method and Procedure

In order to accomplish the objectives of the study, the leaders in the State Title III office were asked to state the specific questions that they wanted answered. These questions were organized into a questionnaire which was modified on the basis of the State Title II_ office reactions. The final questionnaire resulting from a series of reactions by the State leaders along with the covering letter comprise Appendix A. The questionnaire and covering letter were sent to the Superintendents of the school districts in the sample in the middle of June. By July 15, responses had been received from approximately 50 percent of the sample. At that time a followup letter was sent to those who had not responded, Appendix B. The first week of August, those school districts in the sample which had not responded were called and their cooperation was again requested. All responses received by August 22 were included in this report. These responses represent the responses of 36 of the 50 school districts in the sample or 72 percent.

## Results

As stated previously the Educational Leadership Questionnaire (ELQ) was sent to the chief school administrators of 50 school districts throughout New York State. Of these 50 questionnaires distributed, 36 or 72 percent were returned. The results which follow are based on the 72 percent return.

Question 1 of the ELQ asked the respondents whether they could recall the source of their first information about Title III. Twenty-six of the 36, respondents, or 72 percent indicated that they could remember the original source of information about Title III. These figures are presented in table I.

TABLE I: NUMBER (#) AND PERCENTAGE (%) OF RESPONDENTS WHO DID AND DID NOT RECALL SOURCE OF FIRST INFORMATION ABOUT TITLE III, ESEA

| Response | # | % |
|---|---|---|
| Yes | 26 | 72 |
| No | 10 | 28 |

The responses to the second part of question 1 regarding the identification of initial sources of information regarding Title III are summarized in table II. Thirteen or 38 percent of the responses given indicated that professional meetings were the source of initial Title III information. It should be noted that the total number of responses identifying a specific source (34) is greater than the number of respondents who indicated they could recall their initial source of

information (26). This apparent discrepancy is the result of eight respondents identifying two initial sources of Title III information.

TABLE II: NUMBER (#) AND PERCENTAGES (%) OF RESPONDENTS WHO RECALLED EACH OF THE LISTED SOURCES OF INITIAL TITLE III INFORMATION

| Source | # | % |
|---|---|---|
| Read about it in a magazine | 3 | 09 |
| Read a Federal publication | 4 | 12 |
| Read a State publication | 6 | 17 |
| Heard about it at a professional meeting | 13 | 38 |
| Heard about it from a colleague | 3 | 09 |
| Other (1) Newspaper | 5 | 15 |

Question 2 of the ELQ concerned various aspects of district involvement in Title III funded educational programs. The first part of question 2 asked the respondent if his district had at any time been involved in developing a Title III proposal, and if so, would he give the title of or describe the proposal. Twenty-seven of 36 respondents indicated that their district was or had been involved in developing a Title III proposal. This information is summarized in table III. In addition, table III also gives the proposals titles and descriptions. Twenty of the 27 respondents who indicated that their districts had been involved in Title III proposals gave titles and/or descriptions of these proposals. In addition, one respondent described two proposals with which his district was involved.

TABLE III: NUMBER AND PERCENT OF DISTRICTS INVOLVED IN DEVELOPING A TITLE III PROPOSAL (TITLES AND DESCRIPTIONS)

| Response | # | % |
|---|---|---|
| Yes | 27 | 75 |
| No | 9 | 25 |

| Titles | Descriptions |
|---|---|
| 1. Project REACH | 1. Cultural and performing arts specialists into the schools |
| 2. Study Center | 2. |
| 3. Humanities and Performing Arts | 3. |
| 4. Individualized Instruction | 4. Shared work approach to prescription |
| 5. Supplementary Community Music Project | 5. |
| 6. | 6. Plan to develop individual potential at the secondary school level. |
| 7. | 7. Concept approach to the arts and humanities. |
| 8. | 8. Develop model program for flexible scheduling of secondary school on a computer. |
| 9. | 9. In-service Education on a county basis. |
| 10. Automated Book Catalog | 10. |
| 11. | 11. Ten district supplementary center. |
| 12. Children's Academy | 12. |
| 13. | 13. Assisting the instruction of the handicapped by instructing parents. |
| 14. | 14. Comprehensive school improvement completing the fragmented child. |
| 15. Outdoor Conservation and Education | 15. |
| 16. | 16. Development of a regional center for Onondaga and Oswego Counties. |

Number of Schools mentioning titles, page 1 only 10, Including Appendix 10. Brief descriptions, page 1 only 11, Including 12. Number of Schools mentioning more than one proposal 1.
Only one school gave the same project twice.
Only one school indicated that they were involved in more than one project.

The second part of question 2 attempted to assess the districts involvement in the Title III proposal with which they were involved. Respondents were asked to check the response category (ies) that best indicated their districts' involvement. The results of this involvement assessment are given in able IV, where for example, it can be seen that nine respondents indicated that their proposal was developed entirely within their district, whereas, 15 respondents indicated that their district was one of several that cooperated. Parochial schools were mentioned by seven districts as being directly involved in the planning. Other groups mentioned as being involved in the planning are listed on the bottom of able IV. The responses given, indicating involvement in proposal development of groups other than public school districts, showed that 14 respondents mentioned other froups and five mentioned two other groups.

Part three of question 2 of the ELQ asked the respondents whose districts had been involved in developing a Title III proposal to indicate the districts' source of help in this development and to rate on a 1 to 3 scale the "effectiveness" of the help. The results of this questioning and rating are given in tables V and VI, where V is the responses from those who indicated nonfunding. As can be seen in tables V and VI the most frequently indicated source of development help came from Title III Regional Center consultants, and next from State Education Department consultants.

TABLE IV: DISTRICT INVOLVEMENT IN DEVELOPING A TITLE III PROPOSAL

| Response Category | Yes Checked | Actually Indicated No |
|---|---|---|
| Was your district one of several that cooperated? | 15 | 3 |
| Was the proposal developed entirely within your district? | 9 | 4 |
| Did your district take the leadership but involve several other districts in the planning? | 6 | 3 |
| Were groups other than public school districts directly involved in planning? | 15 | 1 |

| Groups, Other Than Public School Districts | |
|---|---|
| 1. Private Schools | 3 |
| 2. Parochial Schools | 7 |
| 3. Colleges and University Schools | 4 |
| 4. CAP Agencies | 1 |
| 5. Youth Board | 1 |
| 6. Professional Consultants | 1 |
| 7. N.Y.S. Education Department | 1 |
| 8. Western N.Y. School Study Council | 1 |

Number of schools mentioning groups other than public school districts 14. Number (total) of these groups mentioned 8.
Number of schools mentioning more than one group 5. Most number of groups mentioned by any one school 2.

TABLE V: USES AND RATINGS OF SOURCES OF HELP FOR FUNDED PROPOSALS

| No. Checking | Sources of Help | Rating[1] 1 | 2 | 3 |
|---|---|---|---|---|
| 5 | A. Developed locally with no significant outside help | 1 | | |
| 6 | B. Developed with help from a consultant from the State Education Department | 3 | 3 | |
| 8 | C. Developed with help from a Title III Regional Center Consultant | 5 | 2 | |
| | D. Developed with help from some kind of writing clinic | | | |
| 3 | E. Developed with help from a university based consultant financed by the district | | 2 | |
| 3 | F. Developed with help of a university based consultant through other sources. | 3 | | |
| 5 | G. Developed with help of a source not yet described. | 5 | | |

[1] Reading 1 is very effective source of help.
Reading 2 is somewhat effective source of help.
Reading 3 is an effective source of help.
Not all respondents checking the source of help, rated it.

**TABLE VI: USES AND RATINGS OF SOURCES OF HELP FOR NONFUNED PROPOSALS**

| No. Checking | Sources of Help | Rating[1] 1 | 2 | 3 |
|---|---|---|---|---|
| 2 | A. Developed locally with no significant outside help | | 1 | |
| 3. | B. Devloped with help from consultant from State Education Department | 3 | | |
| 7 | C. Developed with help from a Title III Regional Center Consultant | 2 | 4 | 1 |
| | D. Developed with help from some kind of writing clinic | | | |
| 2 | E. Developed with help from a university based consultant financed by the district | 1 | 1 | |
| 1 | F. Developed with help of a university based consultant through other sources | | 1 | |
| | G. Developed with help of a source not yet described | | | |

[1]Reading 1 is very effective source of help.
Reading 2 is somewhat effective source of help.
Reading 3 is an effective source of help.
Not all respondents checking the source of help, rated it.

For funded proposals, eight respondents indicated that a Title III Regional Center Consultant had been a source of help. For nonfunded proposals seven respondents indicated that a Title III Regional Center Consultant had been a source of help. For funded proposals six respondents and for nonfunded proposals three respondents indicated that a consultant from the State Education Department had been a source of help. No respondents indicated that writing clinics were a source of development help.

The ratings of the sources of help on the 3-point scale from very effective source of help to not an effective source of help are presented in the columns on the right sides of table V and VI for funded and nonfunded proposals. The numbers in the columns represent the number of times the item checked was rated very effective, somewhat effective, and not effective. For example, table VI, item C., "Developed with the help of a Title III Regional Center Consultant," was rated very effective by two districts, somewhat effective by four districts, and not effective by one district. The totals in the columns on the right do not always correspond to the left hand column because some respondents did not rate the sources of help. The last part of question 2 asked the respondents whose district had been involved in a funded Title III project to rate their districts involvement in the project. The rating results are given in table VII, where it can be seen that 16 of the respondents rated their districts involvement as being either great or moderate, with only three indicating a slight involvement. Where two or more groups combined there was less of a feeling of involvement.

TABLE VII: DISTRICT INVOLVEMENT IN FUNDED PROPOSALS

| Great | | Moderate | | Slight | | No Answer | |
|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % |
| 8 | 40 | 8 | 40 | 3 | 15 | 1 | 05 |

Comments about involvement:

1. Made very effective use of REACH programs.
2. We utilized all funds allocated to district; extended our program in areas in concert with aim of the project; field trips, camping.

Question 3 of the ELQ asked the respondents to indicate to which source they would probably turn for help in developing a Title III proposal by rating each source on a 1 to 5 ("Almost certain to use" - "Almost certain not to use") scale. The results of the rating of these sources are given in table VIII where for example it can be seen that a high number of respondents(24) indicated that they would be almost certain to use the Regional Title III office consultants as a source of help.

Other areas receiving an almost certain rating by a large number of respondents were selected individuals within my district, 19 consultants from the State Education Department, 18 written material prepared by the State, 16 and written material prepared by the Federal Government, 13. The university based consultant most frequently received the rating "not sure whether I would use this source."

TABLE VIII: USE AND RATINGS OF SOURCES OF HELP FOR TITLE III PROPOSALS

| Source | Ratings | | | | | No Answer |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| A. Selected Individuals within my district | 19 | 10 | 2 | 1 | 1 | 3 |
| B. Consultants from State Ed. Dept. | 18 | 12 | 5 | - | - | 1 |
| C. Consultants from Regional Title III Office | 24 | 6 | 2 | 1 | 1 | 2 |
| D. A University Based Consultant | 1 | 11 | 15 | 2 | 3 | 3 |
| E. Written Material Prepared by the Federal Government | 13 | 15 | 3 | 1 | - | 4 |
| F. Written Material Prepared by the State | 16 | 11 | 4 | - | 1 | 4 |
| G. Other$_1$ Districts who have Title III Projects -4 | | | | | | |
| H. Other$_2$ Library for Research -1 | | | | | | |
| I. Other$_3$ Community Resources - 1 | | | | | | |

Rating Key:
1. Almost certain to use this source.
2. Likely to use this source.
3. Not sure whether I would use this source.
4. Unlikely that I would use this source.
5. Almost certain that I would not use this source.

Question 4 of the ELQ asked the respondents to indicate from which source of help they would seek advice concerning specific aspects of Title III proposal development and operation. The results of this question are summarized in table IX.

TABLE IX: PERCEIVED SOURCES OF HELP FOR TITLE III PROJECTS

| Information Area | Sources of Help | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | G | No Response |
| 1. Where can one find whether a specific program idea is eligible for funding under Title III? | 3 | 23 | 25 | -- | 9 | 5 | - | 1 |
| 2. Where would one seek advice on how to present the project idea in the most favorable way? | 4 | 18 | 26 | 3 | 3 | 4 | - | 1 |
| 3. Where would one get help in the actual writing of the proposal? | 5 | 17 | 23 | 6 | 6 | 5 | 1 | 1 |
| 4. Where would one get help in developing the specifics of the evaluation? | 5 | 16 | 16 | 12 | 1 | - | 2 | 1 |
| 5. Where would one get help in reviewing the proposal to see whether it fits Title III from a legal standpoint? | 1 | 23 | 21 | - | 3 | - | - | 1 |

Sources of Help
A. Selected individuals within my district.
B. Consultants from State Education Department.
C. Consultants from Regional Title III Office.
D. A university based consultant.
E. Written material prepared by Federal Government.
F. Written material prepared by State.
G. Please list any other sources which you would give a one or two rating.

For help with the first area (Where can one find whether a specific program idea is eligible for funding under Title III?), three respondents indicated selected individuals within the district, 23 indicated consultants from the State Education Department, 25 indicated consultants from a Regional Title III office, no one responded "a university based consultant", nine indicated written material prepared by the Federal Government, and five indicated written material prepared by the State. Other figures in the table can be interpreted similarly for other areas. Columns B and C

contain the greatest number of responses indicating that consultants from the State Education Department (B) and consultants from Regional Title III offices (C) are perceived as the sources of help by a high percent of respondents. With the possible exception of specific help in evaluation, university consultants are not seen as a source of help with Title III.

Question 5 of the ELQ asked the respondents to indicate their opinion concerning various aspects of Title III by rating 10 statements on a 1-5, strongly agree to strongly disagree continuum. The responses to these statements are given in table X, where it can be seen that the greatest number of "strongly agree" responses were given to statements A and J respectively, and the greatest number of "strongly disagree" responses were given to statements C and H. Specifically, 18 respondents strongly agreed with statement A, "The basic notion of Title III strikes me as a sound one, "while 15 respondents strongly disagreed with statement C, "I really don't feel very well informed about what is happening in various Title III projects." Statements H and J, quite opposite statements, definitely show a consistent and strong feeling about the financing of Title III projects. Thirteen respondents strongly disagreed with statement H, "Local districts should be required to provide financial support for Title III projects from the beginning of project activity." Thirteen respondents strongly agreed with statement J, "Local district financial support should not be required for Title III projects."

TABLE X: OPINIONS ON TITLE III ASPECTS

| Statement | Strongly Agree 1 | Agree 2 | Uncertain 3 | Disagree 4 | Strongly Disagree 5 |
|---|---|---|---|---|---|
| A | 18 | 8 | 6 | 3 | - |
| B | 7 | 15 | 8 | 4 | 2 |
| C | 2 | 5 | 9 | 15 | 3 |
| D | 6 | 6 | 9 | 9 | 5 |
| E | 7 | 7 | 13 | 8 | 1 |
| F | 5 | 6 | 18 | 5 | 1 |
| G | 3 | 6 | 9 | 13 | 5 |
| H | - | 4 | 5 | 15 | 13 |
| I | 1 | 7 | 5 | 11 | 12 |
| J | 13 | 8 | 7 | 6 | 1 |

Statement Key:

A. The basic notion of Title III strikes me as a sound one.
B. A number of real innovations have emerged from Title III Projects.
C. I really don't feel very well informed about what is happening in various Title III projects.
D. I would rather see the money being spent under Title III diverted to other kinds of educational use.
E. Many Title III projects really don't represent anything different in education.
F. In general, districts that need it the least are most likely to obtain Title III funds.
G. In general, funds from Title III should be distributed to a few large projects rather than to many small projects.
H. Local districts should be required to provide financial support for Title III projects from the beginning of project activity.
I. For a project to be renewed beyond the first year the local district should be required to provide financial support.
J. Local district financial support should not be required for Title III project.

Question 6 of the ELQ asked in what aspects the respondents would make changes in Title III. The results of this question are summarized in table XI, where the greatest number of respondents indicated they

would make changes in the time period for funded proposals, and the fewest indicated they would make changes in the required project reports and the use made of these reports. Included also at the bottom of table XI are the specific suggestions that the respondents made in relation to the changes they thought should be made. These 18 suggestions in essense reflect a concern with the limited time period of funded projects, and with the feeling that the educational needs of individual districts are not taken into account by the statewide "Innovative" criteria. Also included at the very end of table XI is a list of responses to an open ended question which asked the respondents to suggest additional changes that they would make. Generally these nine additional suggestions cover a wide area of concern, with the most frequent suggestion being in essense that funds should be made available for the State Education Department staff to consult more closely with local districts, particularly in aiding with evaluation.

Question 7 of the ELQ is the first of two questions designed to assess the impact of the Title III Regional Centers. This question asked the respondents to rate on a "very well" to "not at all" scale how well they know the personnel and the functions of the Regional Title III Center serving their area. The responses to this question are given in

XII, where it can be seen that 22 responded that they knew the personnel and function of the Regional Center either "very well" or "moderately", 16 and six respectively. One respondent indicated that there was no Title III Regional Center in his area.

TABLE XI: NUMBER AND TYPE OF CHANGES RESPONDENTS INDICATED THEY WOULD MAKE IN TITLE III

| Aspects of Title III | Yes | No | No Answer |
|---|---|---|---|
| The type of project eligible for support | 20 | 12 | 4 |
| The kind of proposal required | 17 | 16 | 3 |
| The criteria for judging proposals | 21 | 11 | 4 |
| The level at which proposals are judged | 17 | 16 | 3 |
| The time period for which proposals are funded | 22 | 12 | 2 |
| The reports required on projects | 15 | 17 | 4 |
| The use that is made of project reports | 15 | 16 | 5 |

Specific suggestion related to any "yes" answer above:

1. Projects should be related to the educational needs of districts.
2. Projects that have proven successful implemented in other districts.
3. There could be noninnovative programs of worth.
4. Projects that are experimental as well as innovative to any district should be eligible despite the experiences of other projects in other districts, for benefits are after localized.
5. Proposals currently must please every department in the State Department. This guarantees funding of innocuous proposals which will not upset status quo such as CAI, but which could not be continued by an average local district without special support.
6. Virtually impossible for a local district to get a proposal funded.
7. Decision should not be made at State level.
8. Extension should be available for worthwhile projects.
9. Projects should be funded 1, 3, or 5 years, determined by the scope of proposal.
10. Eliminate regional requirements.
11. Greater (time) flexibility needed, particularly on long range studies.
12. Title III appears "bogged down" with too much control at State and Federal level.
13. Evaluative criteria should be redesigned to take into account difficult to measure attitudinal changes.
14. Proposals should be funded for 5 years.
15. Reports should be simplified.
16. Criteria should allow for innovation as related to local need.
17. The criteria for judging proposals must be reviewed.
18. Remove restrictions that tie Title III with handicapped.

Other Suggestions for Change:

1. Change the format of the proposal to meaningful description of project.
2. Fund projects designed to change system and pattern of education.
3. Significant projects should be evaluated by outside organization.
4. Return to a sound funding program by the State.
5. Use Federal funds for categorical aid.
6. Use research money at the State leve.
7. More feedback from N.Y.S. or U.S.O.E. level.
8. More funding from Federal levels.
9. Allow additional funds for State level employment of staff to consult with local and regional units.

TABLE XII: KNOWLEDGE OF TITLE III REGIONAL CENTER PERSONNEL AND FUNCTIONS

| Very Well | Moderately | Slightly | Not at All | No Answer |
|---|---|---|---|---|
| 16 | 6 | 8 | 4 | 2 |

One reported no center.

Question 8 is a two part question which first asked the respondents to rate on a 4 point, "Heavy stress" to "Don't know" scale the stress their area Regional Title III Center places on various functions of assistance to local districts. The results of the judgement of Regional Center stress are in table XIII, where it can be seen that the most respondents (14) judged function F (dissemination) as a function which receives "heavy stress", and the least (2) judged C (carry on programs) as a "heavy stress" function. Assisting districts to develop and write proposals (B) was seen as receiving heavy stress by 12 respondents and some stress by 12 respondents.

TABLE XIII: JUDGEMENT OF STRESS PLACED BY REGIONAL CENTERS ON VARIOUS ASSISTANCE FUNCTIONS

| Function | Heavy Stress | Some Stress | Little Or No Stress | Don't Know |
|---|---|---|---|---|
| A.Assisting districts with planning activities which might lead to a clarification of problems and priorities. | 11 | 7 | 6 | 4 |
| B.Assisting districts to develop and write proposals. | 12 | 12 | 2 | 3 |
| C.Assisting districts to carry on programs that have been funded. | 2 | 8 | 7 | 10 |
| D.Assisting districts in planning project evaluation. | 7 | 11 | 5 | 4 |
| E.Assisting districts in carrying out project evaluation. | 7 | 8 | 5 | 6 |
| F.Disseminating information concerning activity in the locality. | 14 | 9 | 3 | 2 |
| G.Disseminating information concerning activity beyond the locality. | 9 | 12 | 2 | 5 |
| H.Initiating programs (i.e., inservice sessions) | 11 | 13 | 3 | 1 |
| I.Providing coordination among educational and cultural agencies in the region. | 11 | 9 | 5 | 3 |
| J.Serving as a regional planning center for education. | 11 | 7 | 4 | 5 |
| K.Other | | | | |

The second part of question 8 asked the respondents to indicate from the standpoint of best possible service to their district, what functions the Regional Centers should be performing to be most helpful. Again they rated these functions on a 4 point scale (Extremely helpful - Don't know). The responses to this part of question 8 are presented in table XIV.

TABLE XIV: JUDGEMENT OF WHAT REGIONAL CENTERS SHOULD DO ON VARIOUS ASSISTANCE FUNCTIONS

| Function | Extremely | Moderately | Of No Special Help | Don't Know |
|---|---|---|---|---|
| A | 20 | 5 | 1 | -- |
| B | 17 | 9 | 1 | -- |
| C | 5 | 14 | 5 | 3 |
| D | 14 | 10 | 3 | -- |
| E | 9 | 15 | 3 | -- |
| F | 15 | 9 | 1 | 2 |
| G | 15 | 10 | 3 | -- |
| H | 16 | 9 | 2 | -- |
| I | 17 | 5 | 4 | 1 |
| J | 15 | 5 | 4 | 3 |
| K | -- | - | - | - |

Additional functions:

1. Regional Center should review projects and assist local districts with ideas as they see a need.
2. Asking districts what help they might assist in providing.
3. Help the area in its need of vocational-technical education.

As can be seen the greatest number of respondents (20) indicated function A (clarification of problems and priorities) as the function which would be most helpful. Function C was given the least number of "extremely helpful" ratings. Other functions which the school districts see as What Regional Centers should do to be extremely helpful were B, assisting

districts to develop and write proposals and I, providing coordination among educational and cultural agencies in the region. Additional functions listed by the respondents are found at the bottom of table XIV.

Table XV summarizes the nature of the respondents (answer to question 11). Twelve questionnaires were entirely completed by superintendents, nine were entirely completed by assistant superintendents, two were completed by the superintendent and an administrative assistant, and 13 were completed by various administrative assistants whose titles varied (Project Director, Director of Federal Projects, etc.)

TABLE XV: NATURE OF THE RESPONDENTS

| Respondent | No. | % |
|---|---|---|
| Completed Entirely by Superintendents | 12 | 33 |
| Completed Entirely by Ass't. Superintendents | 9 | 25 |
| Completed Partially by Superintendents | 2 | 06 |
| Completed by Various Administrative Assistants, Project Directors, etc. | 13 | 36 |

The third part of question 8 was an open-ended question which asked the respondents to suggest additional functions which the Title III Regional Centers might fulfill. None of the superintendents who completed the ELQ made any responses to this question. Three of the 13 administrative assistants who completed the ELQ made suggestions of additional functions.

These suggestions are:

1. Help the area in its need of vocational technical educator.
2. Sponsor workshops to help larger community area to evaluate the importance of public education.
3. Provide region with a means for equalizing educational opportunity.
4. Regional Center should review Title III projects in a given area and assist local districts with ideas for new Title III projects.

A majority of the respondents did not choose to react to open end question 9, "If you have any other thoughts which you would like to express about any aspect of the Regional Centers please use the spaces below." Nine of the superintendents, seven of the assistant superintendents, and eight of the administrative assistants did not respond. The responses of the others in each of these categories are given verbatim below:

Superintendents

1. We had a great deal of help from a Regional Center other than our own. Our center was handicapped by personnel turnover.
2. Somehow I first hear of projects after the decision has been made to undertake them. If they fit local needs, it's a coincidence.
3. The attitude of local educators indicates to me that they feel Regional Centers are just one more group to relate to.

Assistant Superintendents

1. The Regional Center has been most helpful to us.
2. The direction Regional Centers are taking ---- should assist with area innovation, implementation, careful evaluation and therefore effective, forward-looking, needed educational change.

Administrative Assistant

1. They serve an important function and should continue.

2. We have utilized the Regional Center as a resource in discussing ideas for proposals and exploring avenues of finding.

3. Isn't a Regional Center a duplication of a S.E.D. Title III office's responsibility?

4. Staff in the Regional Center have been most cooperative and helpful on every occasion.

5. The Center has been very helpful to our district. The total cooperation has encouraged many innovations.

The 10th and last question on the ELQ asked the respondents if they had suggestions about what should happen to Title III, in the future. The majority of superintendents (nine of 12) and assistant superintendents (seven of nine) did not offer suggestions, however most (eight of 13) of the administrative assistants did. The suggestions made by each category of respondents is given below.

Superintendents

1. Decision to fund should be made upon a two-page summary of initial idea.

2. Varying funding periods.

3. Evaluate programs with Regional Research and Development Centers established with Title IV funds.

4. Should be expanded, making it more possible to qualify by stressing local needs.

5. The public schools must have large general Federal grants in support of the instructional program; grants must be continued indefinitely.

Assistant Superintendents

1. Continue under aegis of S.E.D., but more flexibility in local areas to assist with regional needs.

2.. Should continue.

**Administrative Assistants:**

1. Additional funds should be made available.
2. Notification of approval should be earlier.
3. Do not eliminate innovative, helpful projects simply because they are practised elsewhere under a different situation.
4. Divert some funds to Title I, ESEA or Title III, NDEA.
5. Better informed officials.
6. A direct and to the point proposal format.
7. Title III should stress innovative projects that improve cost-efficiency ratio of public schools.
8. Money should be diverted to Title I.
9. Districts should support 25-50 percent of project from start to assure district involvement.
10. Should be continued.
11. Structured to meet area needs.
12. Increase S.E.D. staff so they can become more aware of area needs.
13. Support staff training programs.

## Summary and Discussion

The purpose of this study was to learn about the impact, function, and operation of Title III, as perceived by educational leaders of large public school districts. General questions devised by leaders in the State Title III office were organized into a questionnaire which was sent to a random sample of 50 school districts throughout New York State. This sample of districts was drawn from all public school districts in New York State with a K-12 population of 5,000 or more pupils (excluding the "Big Six"), as listed in the ANNUAL EDUCATIONAL SUMMARY NINETEEN SIXTY FIVE-SIXTY SIX. The questionnaire and all correspondence were sent to the chief school administrator. Thirty six or 72 percent of the questionnaires were completed and returned.

In order to learn about the source of impact of Title III on this sample of educational leaders, questions were included which asked the respondents to recall the source of their first information about Title III. Thirteen of the 26 who remembered, indicated that they had first heard about Title III at a professional meeting. Other original sources mentioned were magazines, newspapers, colleagues, Federal publications and State publications.

A large majority (27 of 36) of the school districts were, or had been, involved in developing Title III proposals. Approximately 60 percent of the schools involved indicated that the proposal was developed cooperatively with other groups. The most frequently mentioned cooperating group was the parochial schools. When rating their own involvement in the Title III projects, schools cooperating with two or more groups indicated there was less feeling of involvement.

The most frequently mentioned source of help in writing were Title III Regional Center Consultants, followed by consultants from the State Education Department. Eight of 30 funded proposals and seven of 15 non-funded proposals were developed with the help of a Title III Regional Center Consultant. For funded proposals, Regional Center Consultants were rated "very effective" in their help more frequently than they were rated "very effective" for nonfunded proposals.

When asked to rate several sources of help in terms of their likelihood of using that source, a high number of respondents (24), indicated that they would be almost certain to use Regional Consultants. Other likely sources of help were selected individuals within the district and consultants from the State Education Department. When asked which source of help they would use for advice concerning specific aspects of Title III, consultants from Regional Title III Centers and from the State Education Department were most frequently mentioned as sources of help for all five of the specific aspects.

To get the opinions of the respondents concerning various aspects of Title III, 10 statements were individually rated on a 5-point scale. The important findings are:

Over 50 percent strongly agree that the basic notion of Title III is sound.
Over 60 percent agree or strongly agree that a number of real innovations have emerged from Title III.
Almost 40 percent agree or strongly agree that many Title III projects really do not represent anything different in education.
Over 50 percent of the respondents disagreed with the statement; "In general, districts that need it the least are most likely to obtain Title III funds."
A large majority of the participants were <u>not</u> in favor of having local support for Title III from the beginning of a project or even after the first year.

Respondents were evenly divided on most questions concerning changes in certain aspects of Title III. For example, 17 indicated that they would change the kind of proposal required, while 16 indicated that they would not make changes. On three areas, however, about two-thirds of the respondents wanted changes. These three areas were:

the type of project eligible for support,
the criteria for judging proposals,
the time period for which proposals are funded.

Many of the specific and general suggestions for changes involved funding.

The respondents generally indicated that they knew the personnel and the functions of the Title III Regional Center in their area. They perceived the Regional Centers as not placing heavy stress on assiting school districts to carry out funded programs. Rather, they perceived the Regional Centers as placing heavy stress on disseminating information concerning activities in the locality. Other functions perceived as receiving heavy stress or some stress, were assisting districts to clarify problems and write proposals, initiating programs, providing coordination, serving as a planning center, and assisting in planning project evaluation.

The respondents were also asked what Regional Centers should do to be of service, and to rate the Centers on how well they were now carrying out these functions. To a remarkable extent these findings coincided with the currently perceived functions of the Regional Center. That is, the Centers were doing what the respondents felt the Centers should do.

Of the 36 questionnaires returned, 12 were completed entirely by the superintendent. All other questionnaires (24) were completed partially or entirely by other administrators such as assistant superintendents, administrative assistants, project directors, etc.

# APPENDIX A

## ORIGINAL LETTER AND QUESTIONNAIRE

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

CENTER ON INNOVATION
IN EDUCATION
NORMAN D. KURLAND, DIRECTOR
MARK B. SCURRAH, ASSISTANT DIRECTOR
518: 474-6458

JOSEPH J. BLANEY, ASSISTANT DIRECTOR
518: 474-3704

ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE III OFFICE
CONSULTANTS
C. JOSEPH AMYOT
FRED Q. BOWMAN
RICHARD W. LEVARDSEN
WALTER E. SCHOENBORN
OSCAR D. SIMMONS
518: 474-3637

June, 1969

Dear Superintendent:

Your cooperation is requested in responding to the enclosed questionnaire which is being sent to a random sample of Chief School Administrators in New York State. The purpose of this questionnaire is to obtain opinions and judgments of educational leaders concerning aspects of Title III of the Elementary and Secondary Education Act of 1965.

It is possible that you have not been personally involved with Title III activity, and you may feel that someone else in your system could respond more accurately. However, since one of our purposes is to obtain judgments of educational leaders, we hope that you will respond to as many questions as you can even if you feel your information is incomplete. After you have answered as many questions as possible, you may wish to refer the questionnaire to a member of your staff. The last item of the questionnaire will seek information about any such referral.

We hope that the answers you provide will assist us in making judgments about the strengths and weaknesses of Title III and in suggesting constructive changes for the program in the future. Your cooperation is greatly appreciated.

Sincerely,

Norman D. Kurland

Enclosure

# EDUCATIONAL LEADERSHIP QUESTIONNAIRE

1. Do you recall the source of your first information about Title III of ESEA?

_____YES _____NO

_____Read about it in a magazine

_____Read a Federal publication

_____Read a State publication

_____Heard about it at a professional meeting

_____Heard about it from a colleague

_____Other (Please specify)_____

2. Has your district at any time been involved in developing a Title III Proposal?

_____YES (please answer the following)* _____NO (Go to question #3)

Title or brief description_____

_____Was your district one of several that cooperated?

_____Was the proposal developed entirely within your district?

_____Did your district take the leadership but involve several other districts in the planning?

_____Were groups other than public school districts directly involved in planning? (If so, please specify)_____

Check (✓) any of the following seven statements (A through G) that apply to any help you might have received in developing the proposal. Then use the key below to rate any of the sources of help which you have checked above. Place the key number in the column headed "Rating."

1. Very effective source of help.
2. Somewhat effective source of help.
3. Not an effective source of help.

*If involved in more than one Title III proposal please fill out answers to question two for each proposal. The appendix has supplementary pages for your convenience.

| CHECK | SOURCES OF HELP | RATING |
|---|---|---|
| _____ | A. Developed by us locally with no significant outside help. | _____ |
| _____ | B. Developed with help from a consultant from the State Education Department. | _____ |
| _____ | C. Developed with help from a Title III Regional Center Consultant. | _____ |
| _____ | D. Developed with help from some kind of writing clinic (Specify sponsoring agent if known) | _____ |
| _____ | E. Developed with help from a university based consultant financed by the district. | _____ |
| _____ | F. Developed with help of a university based consultant financed through other sources. (Please specify)_____ | _____ |
| _____ | G. Developed with help of a source not yet described (Please specify)_____ _____ | _____ |

Was the proposal funded? _____YES _____NO (if no, what reasons were given.)

_____

If a proposal has been funded in your district, would you describe your involvement in the project as :

_____great _____moderate _____slight

If you have comments about your involvement which you would like to make, please use the space below.

_____

_____

_____

3. If you were thinking of a Title III proposal where would you probably go for help? (Please respond to each of the items (A through F) below, using the following key)

1. Almost certain to use this source
2. Likely to use this source
3. Not sure whether I would use this source
4. Unlikely that I would use this source
5. Almost certain that I would not use this source

| SOURCES OF HELP | RATING |
|---|---|
| A. Selected individuals within my district | _____ |

B. Consultants from State Education Department _____

C. Consultants from Regional Title III Office _____

D. A university based consultant _____

E. Written material prepared by Federal Government _____

F. Written material prepared by State _____

Please list any other sources which you would give a one or two rating.

G. _____

4. Using the sources of help listed in item 3, and again below, indicate where you would seek advice on each of the following questions. If none of the sources of help applies, please write in the suitable alternative. If two sources of help are, in your opinion, equally likely, please indicate both responses.

| SOURCES OF HELP | RATING |
|---|---|
| A. Slected individuals within my district | |
| B. Consultants from State Education Department | |
| C. Consultants from Regional Title III Office | |
| D. A university based consultant | |
| E. Written material prepared by Federal Government | |
| F. Written material prepared by State | |

Please list any other sources which you would give a one or two rating.

G. _____

| | SOURCES OF HELP |
|---|---|
| Where can one find whether a specific program idea is eligible for funding under Title III? | |
| Where would one seek advice on how to present the project idea in the most favorable way? | |
| Where would one get help in the actual writing of the proposal? | |
| Where would one get help in developing the specifics of the evaluation? | |
| Where would one get help in reviewing the proposal to see whether it fits Title III from a legal standpoint? | |

5. Indicate your opinion concerning the following statements (A through J) using the key below:

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

A. The basic notion of Title III strikes me as a sound one. _____

B. A number of real innovations have emerged from Title III projects. _____

C. I really don't feel very well informed about what is happening to various Title III projects. _____

D. I would rather see the money being spent under Title III diverted to other kinds of educational use. _____

E. Many Title III projects really don't represent anything different in education. _____

F. In general, districts that need it the least are most likely to obtain Title III funds. _____

G. In general, funds from Title III should be distributed to a few large projects rather than to many small projects. _____

H. Local districts should be required to provide financial support for Title III projects from the beginning of project activity. _____

I. For a project to be renewed beyond the first year the local district should be required to provide financial support. _____

J. Local district financial support should not be required for Title III projects. _____

If the preceding questions suggest to you other opinions which you have about Title III, or if you wish to expand any of your answers, please use the space below to give us your opinion.

_____

_____

_____

_____

_____

_____

_____

_____

_____

6. Would you make changes in the following aspects of Title III?

| | YES | NO |
|---|---|---|
| The type of project eligible for support | ___ | ___ |
| The kind of proposal required | ___ | ___ |
| The criteria for judging proposals | ___ | ___ |
| The level at which proposals are judged | ___ | ___ |
| The time period for which proposals are funded | ___ | ___ |
| The reports required on projects | ___ | ___ |
| The use that is made of project reports | ___ | ___ |

Do you have specific suggestions to make related to any of your "yes" answers above?

_____

_____

_____

Are there other suggestions for change which you wish to make? If so, please use the space below and additional sheets as necessary.

_____

_____

_____

_____

7. How well do you feel that you know the personnel and the functions of the Regional Title III Center that serves your area?

A. _____ Very well C. _____ Slightly

B. _____ Moderately D. _____ Not at all (If you responded "D" please skip question 8 and go on to question 9)

8. As you know the role of the Regional Center, how would you rate, in the column headed "Stress Placed by Regional Center", these functions as to what the Center seems to be stressing? Use the following Key:

1. Heavy stress 3. Little or no stress

2. Some stress 4. Don't know

From the standpoint of the best possible service to your district, rate in the column headed "What Regional Center Should Do" each of the function using the following key:

1. Extremely helpful
2. Moderately helpful
3. Of no special help
4. Don't know

| FUNCTION | STRESS PLACED BY REGIONAL CENTER | WHAT REGIONAL CENTER SHOULD DO |
|---|---|---|
| A. Assisting districts with planning activities which might lead to a clarification of problems and priorities. | | |
| B. Assisting districts to develop and write proposals. | | |
| C. Assisting districts to carry on programs that have been funded. | | |
| D. Assisting districts in planning project evaluation. | | |
| E. Assisting districts in carrying out project evaluation. | | |
| F. Disseminating information concerning activity in the locality. | | |
| G. Disseminating information concerning activity beyond the locality. | | |
| H. Initiating programs (i.e., inservice sessions). | | |
| I. Providing coordination among educational and cultural agencies in the region. | | |
| J. Serving as a regional planning center for education. | | |
| If other functions occur, please list them below and rate them. | | |
| K. _____ | | |
| L. _____ | | |
| M. _____ | | |

Please add below any functions which the Title III Regional Center might fulfill which have not been mentioned but which you feel would be extremely or moderately helpful.

9. If you have any other thoughts which you would like to express about any aspect of the Regional Centers, please use the space below.

10. Do you have suggestions you wish to make about what should happen to Title III in the future.

_____

_____

_____

_____

_____

_____

11. Please check the appropriate statement:

_____All responses are those of the Chief Administrative Officers.

_____The questionnaire was referred to (Insert name and title)

_____

for answers to the following questions; (Please circle)

1 2 3 4 5 6 7 8 9 10 11

_____

Name

_____

School District

APPENDIX (Cont'd)

ADDITIONAL COPIES OF QUESTION 2

Title or brief description_____

_____

_____

_____ Was your district one of several that cooperated?

_____ Was the proposal developed entirely within your district?

_____ Did your school take the leadership but involve several other schools in the planning?

_____ Were groups other than public school districts directly involved in planning? (If so, please specify) _____

Check any of the following seven statements that apply to any help you might have received in developing the proposal. Then use the key below to rate any of the sources of help which you have checked above. Place the key number in the column headed "Rating."

1. Very effective source of help.
2. Somewhat effective source of help.
3. Not an effective source of help.

| CHECK | SOURCES OF HELP | RATING |
|---|---|---|
| _____ | A. Developed by us locally with no significant outside help. | _____ |
| _____ | B. Developed with help from a consultant from the State Education Department. | _____ |
| _____ | C. Developed with help from a Title III Regional Center Consultant. | _____ |
| _____ | D. Developed with help from some kind of writing clinic (Specify sponsoring agent if known) | _____ |
| _____ | E. Developed with help from a university based consultant financed by the school. | _____ |
| _____ | F. Developed with help of a university based consultant financed through other sources. (Please specify) | _____ |
| _____ | G. Developed with help of a source not yet described. (Please specify) | _____ |

Was the proposal funded? _____YES _____NO (If no, what reasons were given)

APPENDIX (Cont'd)

If a proposal has been funded in your district, would you describe your involvement in the project as :

_____great _____moderate _____slight

If you have comments about your involvement which you would like to make, please use the space below.

_____

_____

_____

_____

_____

# APPENDIX B

## FOLLOWUP LETTER

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

CENTER ON INNOVATION
IN EDUCATION
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ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE III OFFICE
CONSULTANTS
C. JOSEPH AMYOT
FRED Q. BOWMAN
RICHARD W. LEVARDSEN
WALTER E. SCHOENBORN
OSCAR D. SIMMONS
518: 474-3637

July 15, 1969

Dear

Several weeks ago you were sent an Educational Leadership Questionnaire designed to obtain the opinions and judgments of educational leaders concerning aspects of Title III of the Elementary and Secondary Education Act of 1965. Since this letter and questionnaire were sent to only a selected random sample of chief school administrators, it is important for the validity of our results to get as many returns as possible. At this date, we have received only 32% of the completed questionnaires. Since this questionnaire is designed to determine the effectiveness and awareness of Title III activities, a more complete return is necessary for the study to be significant.

It is possible that you may not have been personally involved with Title III activities and that you gave the questionnaire to someone else in your system who could respond more accurately. However, since one of our purposes is to obtain judgments of educational leaders, we hope that you have found time to respond to as many questions as you could, even if you feel your information was incomplete. We would appreciate the return of the completed questionnaire at your earliest convenience.

A second questionnaire and return envelope have been enclosed in the event that the first questionnaire did not get to you or is not readily available.

Your responses are needed to provide information for making judgments about the strength and weaknesses of Title III and for making program changes in the future. Your continued cooperation is greatly appreciated.

Sincerely,

Norman D. Kurland

Enclosure